Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:** Document Control Center, Division of Grants Administration **Texas Education Agency** **1701 North Congress Ave** **Austin TX 78701-1494**	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Campus name/#		Amendment #
Howe Independent School District		091905	Howe Elementary School		

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	10	4	

Mailing address		City	State	ZIP Code
105 W. Tutt Street		Howe	TX	75459

Primary Contact

First name	M.I.	Last name	Title
Terisa	J.	ODowd	Director

Telephone #	Email address	FAX #
903-532-3214	Odowd.terisa@howeisd.net	903-532-3215

Secondary Contact

First name	M.I.	Last name	Title
Darla		Williams	Principal

Telephone #	Email address	FAX #
903-532-3316	Williams.darla@howeisd.net	903-532-3317

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kevin		Wilson	Superintendent

Telephone #	Email address	FAX #
903-532-3228	Wilson.kevin@howeisd.net	903-532-3215

Signature (blue ink preferred)   Date signed

5/12/2014

Only the legally responsible party may sign this application.

701-14-107-192

Schedule #1---General Information (cont.)	
County-district number or vendor ID: 091905	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	**Amended**
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☐	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 091905	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 091905	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 091905	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Howe Independent School District recognizes the need to provide equitable access to technology experiences and the Internet for all students, including economically disadvantaged students and students with disabilities, as well as those who are limited in their English proficiency.

In anticipation of applying for the Technology Loan Grant Program, the district assembled a group of local educators to review the grant requirements and to conduct a needs assessment within the district. This committee included central office personnel; campus based administration, district technology leadership, as well as district wide directors of instruction & curriculum and special programs.

The committee conducted an assessment of its campuses which included a review of current and previous scores on the state administered State of Texas Assessment of Academic Readiness (STAAR) tests, an inventory of on-demand access to all appropriate digital resources and technologies in core content areas and the availability of computing devices beyond the school day. The data indicated that based on the percentage of students passing the current assessments and the progress that has been made in establishing on-demand access to all appropriate digital resources and technologies into core content areas, that the Howe Elementary School, which serves students in grades pre-kindergarten through four, was the most appropriate school to benefit from the implementation of a technology loan program for students. Content areas specifically identified included math, science, reading, writing and social studies.

Therefore providing students in grades 3 – 4 with a platform for anywhere learning (PAL) device will be the main focus our Technology Lending Program grant application.

Each student needs an Internet capable device that can be used at school and home to access newly adopted online textbooks and complete homework assignments. In a time when the digital divide, especially in small, farming communities like Howe continues to widen, it is imperative for schools to offer students a means to bridge this divide. With the recent adoption of online textbooks for math and science, our elementary school it as a crossroads. For the first time our students need devices and internet access to fully participate in course work both at school and at home.

In an effort to increase the number of devices available to all students and to ensure equitable access to the equipment, non-grant funds will be utilized at the elementary school to support this lending grant. Devices currently in use at the elementary school campus will also be available for students to use and check out in kindergarten through second grades. The campus will provide portable Wi-Fi hotspots to support 24/7 connectivity for qualifying disadvantaged students with no Internet capacity while away from the elementary school campus.

The campus principal and technology director will meet with the instructional campus teams on a weekly/regular basis. These teams currently meet in a structured and scheduled team meeting session. During these meetings the teams will identify short and long term instructional targets and goals and identify the needs for technology to support the students' activities. With the increased number of computing devices available through the grant and those available through the local campus it is not anticipated that there will be a conflict where we would run out of devices for check out. Should that occur, the teams will make assignments based on the needs of the student(s) insuring that consideration has been given to those that meet the initial goals of this lending program.

Receipt of this grant will enable the campus to expedite the current technology plan; specifically, Objective 1.1: To Utilize technology to foster improvement in academic achievement. Strategies include expanding the adoption of digital instructional materials in lieu of textbooks (Strategy 1.1.8); Objective 1.3, to strive to increase accessibility and encourage innovation in the use of technology, expand technology access with things such as web accessible curriculum for home access (Strategy 1.3.2); Objective 4.3: To work toward optimal user/internet-connected multimedia computer ratio. The strategy would include striving for a student to computer ratio of 1:1 (Strategy 4.3.1), and to increase the number of wireless computing devices as needed (Strategy 4.3.4).

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 091905	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

With the help of the Technology Lending Program Grant, teachers will be able to provide students with learning opportunities that extend beyond the classroom utilizing a platform for anywhere learning (PAL) device.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 091905				Amendment # (for amendments only):	
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	$	$	$7,200
Schedule #9	Supplies and Materials (6300)	6300	$	$	$38,300
Schedule #10	Other Operating Costs (6400)	6400	$	$	$4,500
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$
Total direct costs:			$	$	$
Percentage% indirect costs (see note):			N/A	$	$
Grand total of budgeted costs (add all entries in each column):			$	$	**$50,000**

Administrative Cost Calculation	
Enter the total grant amount requested:	$50,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$7,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 091905	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	6259 Residential Internet access for students -- $20/month	☐	$7,200
2		☐	$
3		☐	$
4		☐	$
5		☐	$
6		☐	$
7		☐	$
8		☐	$
9		☐	$
10		☐	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$7,200

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service: Residential Internet access for students	☐ Yes, this is a subgrant

Describe topic/purpose/service: Provide Internet access to students who do not have Internet access at home.

	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs		$
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 091905	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
	Contractor's payroll costs | # of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services	$	
	Contractor's supplies and materials	$	
	Contractor's other operating costs	$	
	Contractor's capital outlay (allowable for subgrants only)	$	
	Total budget:	$	
3	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
	Contractor's payroll costs | # of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services	$	
	Contractor's supplies and materials	$	
	Contractor's other operating costs	$	
	Contractor's capital outlay (allowable for subgrants only)	$	
	Total budget:	$	
4	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
	Contractor's payroll costs | # of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services	$	
	Contractor's supplies and materials	$	
	Contractor's other operating costs	$	
	Contractor's capital outlay (allowable for subgrants only)	$	
	Total budget:	$	
5	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Grant Amount Budgeted**	
	Contractor's payroll costs | # of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services	$	
	Contractor's supplies and materials	$	
	Contractor's other operating costs	$	
	Contractor's capital outlay (allowable for subgrants only)	$	
	Total budget:	$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 091905	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

			Grant Amount Budgeted	
6	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
7	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
8	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	
a.	Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		$0	
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$7,200	
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$0	
d.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$0	
	(Sum of lines a, b, c, and d) Grand total		$ 7,200	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 091905	Amendment number (for amendments only):

	Expense Item Description				Grant Amount Budgeted	

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					
	☐ Print shop fees		☐ Technology-related supplies			
	☐ Postage		☐ Other:		$	
	☐ Copy paper		☐ Other:			

	Technology Hardware—Not Capitalized					
6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	1	Apple iPads (16GB; Wi-Fi) w/insurance	Student Check-out	100	$383.00	$38,300
	2				$	
	3				$	
	4				$	
	5				$	

6399	Technology software—Not capitalized	$	
6399	Supplies and materials associated with advisory council or committee	$	
	Subtotal supplies and materials requiring specific approval:	$	
	Remaining 6300—Supplies and materials that do not require specific approval:	$	
	Grand total:	$38,300	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 091905		Amendment number (for amendments only):	
Expense Item Description			**Grant Amount Budgeted**
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☐ Insurance ☐ Other:		$
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:		$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:		$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:		$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:		$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:		$
6429	Insurance for Lending Equipment: Included in Hardware cost above. Other – Describe: 160 Protective cases for each iPad device.		$ 4,500
6490	Indemnification compensation for loss or damage		$
6490	Advisory council/committee travel or other expenses		$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:		$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:		$
	Subtotal other operating costs requiring specific approval:		$
	Remaining 6400—Other operating costs that do not require specific approval:		$
		Grand total:	**$ 4,500**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 091905		Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.				

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	
66XX/15XX—Technology hardware, capitalized					
2			$	$	
3			$	$	
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
66XX/15XX—Technology software, capitalized					
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	
			Grand total:	**$0**	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 091905	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			402	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	8	N/A	Attendance rate	96.1%
Hispanic	55	N/A	Annual dropout rate (Gr 9-12)	1.4%
White	333	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	6	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	213	53%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	38	9.5%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0.0%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	30	82	79	60	75	76									402
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	30	82	79	60	75	76									402

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Schedule #13—Needs Assessment

County-district number or vendor ID: 091905	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In anticipation of applying for the Technology Lending Grant Program, the district assembled a group of local educators to review the grant requirements and to conduct a needs assessment within the district. This committee included: central office personnel, campus based administration, district technology leadership, as well as district wide directors of instruction & curriculum and special programs.

The district committee conducted an assessment of its campuses which included a review of current and previous scores on the state administered State of Texas Assessment of Academic Readiness (STAAR) tests, an inventory of the on-demand access to all appropriate digital resources and technologies in core content areas and the availability of Internet access and/or computing devices beyond the school day.

The data indicated that approximately fifty percent, or over two hundred students, lacked a device and/or internet connectivity at home, and, based on the percentage of students passing the current assessments in math and reading, and the progress that has been made in establishing on-demand access to all appropriate digital resources and technologies to complete activities that have been seamlessly integrated into core content areas, Howe Elementary School was in the position to benefit most from implementation of a technology loan program for students. Content areas specifically identified included reading, writing, math, science and social studies.

The district assessment identified that Howe Elementary School is currently providing students with access to technology at home through purchased software including Learning.com, Renaissance Learning, Think Through Math, eBooks, language learning software, TexShare, K-12 Databases (includes EBSCO and Encyclopedia Britannica Online School Edition), Opposing Viewpoints (through the Gale Group), Facts on File, Istation, and eBackpack, in addition to providing teacher created activities and projects. The district will be expanding this list to include newly adopted online math and science textbooks. The committee also identified that there were currently no means by which students without technology could access these resources while away from school. This established a clear need for a technology lending program at this campus.

Currently the campus does not have a technology lending program that is available to the general student body. In rare situations there is an occasional student who will receive a computer to work from home should the student require home-bound services or qualify through special education services.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 091905	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The recent adoption of online textbooks for math and science puts our school at a crossroads. For the first time our students need devices and internet access to fully participate in course work both at school and at home.	The TLPG will address the need by providing every student in grades 3-4 with a platform for anywhere learning (PAL) device that can be used at school and home to access newly adopted online textbooks and complete homework assignment which is essential for student success and the bridging of the digital divide.
2.	Every learner can benefit from differentiated instruction. Technology provides schools with a unique tool to accommodate the needs of diverse learners.	For students with diverse learning needs including students with special education needs, students with learning and literacy difficulties and students for whom English is not their first language, the devices provided by the TLPG will be used to assist teachers, students and parents in removing barriers, differentiating instruction and providing tools to accommodate their learning needs and access to the school curriculum. Teachers will attend training to help them learn how to use iPads to develop assignments that optimize and differentiate student learning, and to support student engagement.
3.	There is a need use technology to foster academic achievement. Shift from a teacher-centric approach to a student-centric learning environment. Reduction in lecture/presentation instruction and an increase in project based learning activities	The TLPG will provide students with the technology tools to enable teachers to shift from a teacher-centric approach to a student-centric learning environment. With the availability of iPads for every student, teachers can reduce the lecture/presentation instruction and an increase in project based learning activities
4.	There is a need for multimedia rich devices to support resources that are available for student use.	The TLPG help will provide equitable access to on-demand access to appropriate digital resources and technologies in core content areas and the availability of access beyond the school day for all students. The strategy would include striving for a student to computing device ratio of 1:1 and out-of-school access to broadband by students as important to the overall quality of student learning.
5.	There is a need to increase parental communication and interest in school activities.	Staff, students, and parents will have increased communication tools with iPads provided by the TLPG. Every student will have an email that teachers will have easy access to. Teachers can send email reminders to students that parents can also access. In addition, teacher websites can be set up with RRS feeds and/or QR codes on handouts/activities, increasing the ease of communication. Households without Internet connectivity will now have access to school related Internet resources.

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Schedule #14—Management Plan		

County-district number or vendor ID: 091905	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Terisa ODowd, Technology Director	Terisa ODowd, who will serve as the district coordinator, serves as the Director of Technology and Grants for our district where she oversees the technology and instructional technology programs that will be vital to the implementation of this grant. Mrs. O'Dowd has over twenty-six years of teaching experience in Texas, working in the classroom, as a campus administrator, and at the district level as a director of technology and grants.
2.	Darla Williams, Howe Elementary School Principal	Darla Williams, Howe Elementary School principal, will oversee the lending program at the campus level. Mrs. Williams has over twenty-five years of public education experience. He has worked as an elementary school teacher, as a Dean of Students, and as a campus principal. She will maintain open communication with teacher teams to evaluate the success of the lending program.
3.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Order and configure devices	1.	Order iPad devices	10/01/2014	10/15/2014
		2.	Inventory the devices and enter into system	10/15/2014	10/27/2014
		3.	Setup and configure devices	11/03/2014	11/14/2014
		4.	Arrange for Internet Connectivity	11/03/2014	07/30/2014
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	To specifically identify students who will benefit and participate in the technology lending program.	1.	Identify Students	10/15/2014	10/27/2014
		2.	Meet with Students and Parents	10/30/2014	11/14/2014
		3.	Sign Lending Agreements	10/30/2014	11/14/2014
		4.	Start allowing students to take devices home	10/20/2014	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	To train the teachers to manage and account for the devices.	1.	Teacher Training (Regular monthly training)	10/15/2014	05/29/2014
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.	Review and adjust program needs as required.	1.	Campus Team Meetings (weekly)	10/01/2014	06/01/2016
		2.	Data Review by coordinators (per six weeks)	10/01/2014	06/01/2016
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 091905	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district technology director and campus principal will utilize bi-monthly communication as the program commences. The district coordinator and principal will review the daily and weekly check-out information as well as the reports of damaged computers. After the process has been fine-tuned, the communication will occur on a monthly or as-needed basis.

In the initial stages of the grant, the first six weeks, the campus teams will review the data collected regarding the lending program on a daily and weekly basis. This data will include the number of units checked out on a nightly basis (one night at a time), extended basis (more than one night but no longer than one week), the content areas that are utilizing the units (reading, writing, math, science and social studies), and the number of units that require repairs to keep them in proper working condition. Beginning in week seven the district coordinator and campus principal will review the data collected. Based on the information gathered the district may elect to continue to monitor the usage on a weekly, bi-monthly, or, no less than a monthly basis. The district coordinator and principal will then continue to monitor the lending program through the course of the grant. Regular adjustments to the process will be implemented to continue to insure that students who are economically disadvantaged students and/or students with disabilities are receiving priority consideration for the technology.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This grant will provide the school with the necessary funds to begin a technology lending program for all elementary students, especially those who are economically disadvantaged, students with disabilities, as well as those who are limited in their English proficiency. This grant will greatly expand the technology available to all students at Howe Elementary School beyond providing support for homebound and special education students.

Funding provided by the Technology Lending Grant Program will help Howe ISD reach its mission of developing a successful and sustainable one-to-one computing program to provide personalized learning through universal access to digital devices and anywhere, anytime curriculum resources.

Along with locally purchased devices, digital curriculum and resources, the district is committed to providing extensive training to teachers and students to support the main objective of the TLGP -- teaching and learning.

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Schedule #15—Project Evaluation			

County-district number or vendor ID: 091905 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Daily Check-Out and Damaged Report	1.	Summary of the total number of devices checked out for the night and for extended periods.
		2.	Summary of the total number of devices checked out to the content areas.
		3.	Summary of the total number of devices returned needing repair.
2.	Weekly Check-out and Damage Report	1.	Summary of the total number of devices checked out for the night and for extended periods.
		2.	Summary of the total number of devices checked out to the content areas.
		3.	Summary of the total number of devices returned needing repair.
3.		1.	
		2.	
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district technology director and campus principal will utilize bi-monthly communication as the program commences. The district coordinator and principal will review the daily and weekly check-out information as well as the reports of damaged computers. After the process has been fine-tuned, the communication will occur on a monthly or as-needed basis.

In the initial stages of the grant, the first six weeks, the campus teams will review the data collected regarding the lending program on a daily and weekly basis. This data will include the number of units checked out on a nightly basis (one night at a time), extended basis (more than one night but no longer than one week), the content areas that are utilizing the units (reading, writing, math, science and social studies), and the number of units that require repairs to keep them in proper working condition. Beginning in week seven the district coordinator and campus principal will review the data collected. Based on the information gathered the district may elect to continue to monitor the usage on a weekly, bi-monthly, or, no less than a monthly basis. The district coordinator and principal will then continue to monitor the lending program through the course of the grant. Regular adjustments to the process will be implemented to continue to insure that students who are economically disadvantaged students and/or students with disabilities are receiving priority consideration for the technology.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 091905	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus intends to purchase one hundred (100) Apple iPads with Retina Display Wi-Fi devices, and imaged by the district with a standard software load that will include Pages, Sheets, Keynote, and eBackpack. This configuration will enable students to access the internet from school or home on a 24/7 basis. In addition, grant funds will be utilized to provide each device with internet connectivity regardless of the location.

The iPad devices purchased with the grant funds will be stored in a secure location in the elementary school. The devices will be electronically inventoried into the school's equipment database using the unique barcode for each unit, and made available for checkout through the campus library checkout system.

In an effort to increase the number of devices available to all students and to ensure equitable access to the equipment, non-grant funds will be utilized at the elementary school to support this lending grant. Devices currently in use at the elementary school campus will also be available for students to use and check out in kindergarten through second grade. The campus will provide portable Wi-Fi hotspots to support 24/7 connectivity for qualifying disadvantaged students with no Internet capacity while away from the elementary school campus.

The curriculum and technology directors will meet with the instructional campus teams on a weekly/regular basis. These teams currently meet in a structured and scheduled team meeting session. During these meetings the teams will identify short and long term instructional targets and goals and identify the needs for technology to support the students' activities. With the increased number of computing devices available through the grant and those available through the local campus it is not anticipated that there will be a conflict where we would run out of devices for check out. Should that occur, the teams will make assignments based on the need of the student(s) insuring that consideration has been given to those that meet the initial goals of the lending program.

This grant will allow all students to access software from home, currently providing students with access to technology at home through purchased software including Learning.com, Renaissance Learning, Think Through Math, eBooks, language learning software, TexShare, K-12 Databases (includes EBSCO and Encyclopedia Britannica Online School Edition), Opposing Viewpoints (through the Gale Group), Facts on File, Istation, and eBackpack, in addition to providing teacher created activities and projects.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 091905	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Howe ISD is currently supporting an iPad lending program at Howe High School using a combination of Instructional Materials Allotment funds and local funds. We currently have enough devices to support every student in grades 9 – 10 and hope to increase that number to include all students over the next two years.

The district has also invested in a large number of computers on wheels (COWS) for the Howe Middle School. Each grade level is equipped with carts of computers for students to use. While most of these devices have been for classroom use only; plans for using them in the 2014-15 school year for a middle school lending program are being discussed and evaluated by school administrators and teachers as a way to support the school's newly adopted online math and science textbooks.

Our district committee has identified Howe Elementary School as the campus that will benefit the most from the implementation of a technology lending program grant. While some Title One funding has been used to purchase iPads for classroom use by qualifying students, funding from the TLGP will enable the school to increase the number of devices available to all students and to ensure equitable access and 24/7 connectivity for qualifying disadvantaged students with no Internet capacity while away from the elementary school campus.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 091905	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district assessment identified that the elementary school is currently providing students with access to technology at home through purchased software including currently providing students with access to technology at home through purchased software including Learning.com, Renaissance Learning, Think Through Math, eBooks, language learning software, TexShare, K-12 Databases (includes EBSCO and Encyclopedia Britannica Online School Edition), Opposing Viewpoints (through the Gale Group), Facts on File, Istation, and eBackpack, in addition to providing teacher created activities and projects. The district will be expanding this list to include newly adopted online math and science curriculum. The committee also identified that there were currently no means by which students without technology could access these resources while away from school. This established a clear need for a technology lending program at Howe Elementary School.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 091905	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Howe Elementary School recognizes the need to provide equitable access to technology experiences and the Internet for all students, including economically disadvantaged students and students with disabilities, as well as those who are limited in their English proficiency.

The committee conducted an assessment of the campus which included a review of current and previous scores on the state administered State of Texas Assessment of Academic Readiness (STAAR) tests, an inventory of the on-demand access to all appropriate digital resources and technologies in core content areas and the availability of computing devices beyond the school day. The data indicated that based on the percentage of students passing the current assessments and the progress that has been made in establishing on-demand access to all appropriate digital resources and technologies into core content areas, that providing every student in grades 3 – 4 with a platform for anywhere learning (PAL) will be the main focus our Technology Lending Program grant application.

Each student needs an Internet capable device that can be used at school and home to access newly adopted online textbooks and complete homework assignments. In a time when the digital divide, especially in small, farming communities like Howe continues to widen, it is imperative for schools to offer students a means to bridge this divide. With the recent adoption of online textbooks for math and science, our elementary school it as a crossroads. For the first time our students need devices and internet access to fully participate in course work both at school and at home.

In an effort to increase the number of devices available to all students and to ensure equitable access to the equipment, non-grant funds will be utilized at the elementary school to support this lending grant. Devices currently in use at the elementary school campus will also be available for students to use and check out in kindergarten through second grade. The campus will provide portable Wi-Fi hotspots to support 24/7 connectivity for qualifying disadvantaged students with no Internet capacity while away from the elementary school campus.

The curriculum and technology directors will meet with the instructional campus teams on a weekly/regular basis. These teams currently meet in a structured and scheduled team meeting session. During these meetings the teams will identify short and long term instructional targets and goals and identify the needs for technology to support the students' activities. With the increased number of computing devices available through the grant and those available through the local campus it is not anticipated that there will be a conflict where we would run out of devices for check out. Should that occur, the teams will make assignments based on the need of the student(s) insuring that consideration has been given to those that meet the initial goals of this lending program.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 091905	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the initial stages of the grant, the first six weeks, the campus teams which include grade level teachers, computer lab manager, principal, and technology director will review the data collected regarding the lending program on a daily and weekly basis. This data will include how students are using the iPads for assignment in reading, writing, math, science and social studies. Since the third and fourth grade math and science texbbooks will be online during the 2014 school year, teachers and students will be expected to utilize this curriculum for instruction and learning using the iPads. Other curriculum areas will use the iPads to access currently purchase apps and online content from including Learning.com, Renaissance Learning, Think Through Math, eBooks, language learning software, TexShare, K-12 Databases (includes EBSCO and Encyclopedia Britannica Online School Edition), Opposing Viewpoints (through the Gale Group), Facts on File, Istation, and eBackpack. In addition, local funds can be used to purchase additional applications for teaching and learning in all the content areas that are utilizing the devices (reading, writing, math, science and social studies).

Classroom management policies and practices will be address with teachers during training sessions offered during the weekly/monthly team meetings.

The district coordinator and principal will then continue to monitor the lending program through the course of the grant. Regular adjustments to the process will be implemented to continue to insure that students who are economically disadvantaged students and/or students with disabilities are receiving priority consideration for the technology.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 091905	Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district assessment identified that the elementary school is currently providing students with access to technology at home through purchase software including Learning.com, Renaissance Learning, Think Through Math, eBooks, language learning software, TexShare, K-12 Databases (includes EBSCO and Encyclopedia Britannica Online School Edition), Opposing Viewpoints (through the Gale Group), Facts on File, Istation, and eBackpack, in addition to providing teacher created activities and projects assessable from teacher web sites.

The school will be expanding this list to include newly adopted math and science online textbook resources during the 2014 school year. The committee also identified that there were currently no means by which students without technology could access these resources while away from school. This established a clear need for a technology lending program at Howe Elementary school.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 091905	Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology director and elementary principal met with teachers from the elementary school and provided an overview of how to log-on and to access the Learning.com content on August 22, 2013. Any needed support or follow-up will continue to be addressed by the technology director during team conference meetings held weekly by elementary teachers or during regularly scheduled technology staff development.

Technology staff development is offered each school year and staff is required to attend a minimum of 12 hours. This staff development includes training in the use and operation of all district owned hardware and software programs.

The staff development schedule for June 2014 is already available for enrollment and includes iPad, eBackpack, Windows 8, Discovery Education, Aware Data Analysis, and Teaching with Differentiated Resources training. The teachers will also receive training on Internet Safety training during the August 2014 in-service week.

Summer training is repeated during the school year during after school sessions and during three planned early release technology sessions.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Howe Elementary School currently has wireless connectivity throughout the building. The campus wireless was upgraded during the summer of 2013 to support up to 63,000 devices. The district wired infrastructure includes a fiber backbone from the district's MDF to each campus. The district is currently planning an upgrade during the summer of 2014 to support the increased demand for bandwidth out to the Internet and to District network resources at the campuses. The new 100 MB connection to the Internet will be sufficient to support 1 to 1 computing throughout the elementary school.

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| Schedule #17—Responses to TEA Program Requirements (cont.) ||
| County-district number or vendor ID: 091905 | Amendment # (for amendments only): |

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will provide portable Wi-Fi hotspots to support 24/7 connectivity for qualifying disadvantaged students that do not have Internet access at home to use while away from the school campus. In addition, the Howe Community Library, which is located near the school, offers free Wi-Fi access after school hours and on weekends.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When students are returning a unit after having it checked out they will turn the device on. The staff member checking in the device will verify that the iPad is working properly and then shut the device down. Should the device need repair or some sort of attention the staff member will prepare a repair ticket to the computer and submit a repair order through the district's technology maintenance program in Eduphoria (online Helpdesk). Once a helpdesk ticket has been created, a technician for the technology team will picked up the device for repair within 24 hours. Usually a spare device can be issued at that time while the malfunctioning devices are out for repairs.

In addition, the elementary school has a computer lab manager on staff that has been trained to provide onsite support to teachers and students. Basic troubleshooting posters are already posted in elementary classrooms to assist staff and students to develop their own self-service repair capacity and assist as they learn to work through the most common device issues, such as installing apps, restarting and removing apps, Wi-Fi printing and restarting the devices.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 091905	Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Apple iPads purchase with the grant funds will be stored in a secure location in the elementary school. The devices will be electronically inventories into the elementary school equipment database using a unique barcode for each unit, and made available for checkout through the school's checkout system. Each of the iPads purchased through this grant program will be checked-out and in using the campus' electronic inventory system (Booktracks).

When students are returning a unit after having it checked out they will turn the device on. The staff member checking in the device will verify that the iPad is working properly and then shut the device down. Should the device need repair or some sort of attention the staff member will prepare a repair ticket to the computer and submit a repair order through the district's technology maintenance program in Eduphoria (online Helpdesk).

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 091905	Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Apple iPads purchased with the grant funds will be stored in a secure location in elementary school. The devices will be electronically inventoried into the elementary school equipment database using the unique barcode for each unit, and made available for checkout through the school's checkout system. Each of the iPads purchased through the grant program has a three year insurance agreement to cover damage.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school has researched current technology loan agreements that are being used in districts around the country. In August 2012, Howe ISD began a Technology Lending Program at Howe High School with all students in grade nine. The loan agreement that the district present to the students and parents addressed the following; Howe ISD will retain ownership of the device and assigns possession to the student, the student will be responsible for maintaining the computer in 100% working order, the student is to take reasonable precautions that the device is not damaged and that should it be damaged to report the damage immediately or the next school day, the district will make technical support available, legal and ethical use of the device, familiarity with copyright laws, loaning the device to someone else, general care of the equipment, battery life and charging, network resources, responsible use of the district's digital resources, responsible use of the internet, reference to the district's Responsible Use Policy, and legal issues. In addition, all students must attend and demonstrate mastery of a grade level Digital Citizenship course based upon the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS) before receiving Internet access at home.

The Howe Elementary School Technology Lending Agreement will be the same as the agreement used at our high school.

A meeting will be held with students and parents to inform them of their responsibilities prior to checking out a device. Both the parent and student will be required to sign the Technology Loan Agreement before any hardware is assigned to a student. Parents will also receive a modified version of the Digital Citizenship course offered to students at this meeting.

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